



Bethesda University

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ESL Advanced Academic Reading and Writing, GL113 Fall 2015

Professor F. Ed Nuno	
Class Hour: MW 1:00 pm—2:30 pm	Class Room: Anaheim campus. Room 204
Office: Anaheim Campus, Main Building, Room #304	Phone: Please email me if you have any questions or requests.
Office Hours/ Consultation: By appointment. Please email me if you have any questions or things you would like to discuss about the course, learning English, or spiritual counsel.	E-mail: ProfessorNunosEnglishClass@yahoo.com
TA: None. Students are expected and encouraged to be meeting regularly with and assisting one another in achieving fluency.	Credit Unit: 3

A. Mission Statement

1. Bethesda University

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

2. Bethesda University ESL Department Goal Statement

The main goal of the ESL Department of Bethesda University is to equip non-English speaking students with the necessary language skills to thrive with the North-American classroom setting and beyond.

B. Course's Academic Level and Place in Curriculum:

ESL Advanced Academic Reading and Writing introduces students to longer academic reading materials and prepares them for college-level writing. It will focus on paragraphs and introduce students to basic essay writing. This course is meant to be taken concurrently with ESL Core 3.

C. Course Description

ESL Advanced Academic Reading and Writing is a high-intermediate course designed to advance students from a low-intermediate level of reading and writing to a high-intermediate level, and to prepare students for College Reading and Writing. It is taught out of the belief that Christ

Jesus is the author of all truth, the master of all language, worthy to be pursued in every language, country, and vocational context.

D. Course Objectives&Student Outcomes

The course will be taught with high expectations for academic and personal growth in each student (advancing to a mid-intermediate ESL level); with compassion and kindness and joy and hard-work, both the teacher and the student will labor towards advancing this goal.

Expected Student Outcomes	
Spiritually	Students will demonstrate growth in integrated thinking of language learning as demonstrated by a short integration paper
Intellectually	Students will increase vocabulary, grammar accuracy, and fluency as evidenced by written and verbal entry-testing & exit-testing.
Socio-Emotively	Students will learn to channel emotions into life skills by completing essays and readings about real-life situations; primarily journaling.
Vocationally	Students will gain understanding in how learning English can forward their vocational goals by completing an application paper

E. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	<i>Pathways: Reading, Writing and Critical Thinking 3</i>	Vargo, Mari, et.al.	National Geographic Learning	ISBN: 978-1-133-31710-4	2014

F. Recommended Reading and Other Course Resources

No.	Title	Author	Publisher	Library code	Year
	Lonely Planet USA Phrasebook	Cotter, Colleen	Lonely Planet Publications	978-1864501827	2001
2	101 American Customs Understanding Language and Culture Through Common Practices	Collis, Harry; Kohl, Joe	McGraw Hill	ISBN: 978-0844224077	1999

I highly recommend reading the Bible in English. If you want to learn English well, I would recommend also changing the language of your phone, Facebook and email to English; watching English language movies and television shows without subtitles and verbally copying them; and having as many regular conversations in coffee shops and cafés as possible.

G. Evaluation/Assessment Rationale for Grade Determination

1. Grade definition
 - A Excellent – Student exceeds requirements in every way. Student progresses above expectations. Student shows undeniably clear effort.
 - B Good – Student meets requirements in every way. Student makes significant progress. Student demonstrates significant effort.
 - C Satisfactory – Student meets most requirements. Student makes some progress. Student shows noticeable effort.
 - D Poor – Student meets more requirements than not. Student makes no progress. Student shows some effort, but is mostly lacking.
 - F Failure – Student meets fewer than half of requirements. Student regresses. Student actively avoids giving effort towards class and learning.

2. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

H. Course Policies

1. Attendance and Participation:

Students must attend all Class sessions. "Attendance" is measured not only by being present but by participating actively and completely.

Arriving one to 20 minutes late to any portion of class is considered "Late." Arriving more than 20 minutes late is considered an "absent." Three "lates" equal one absence. Each absence results in a 10% cumulative grade deduction. Three absences, or one whole-day absence results in an automatic failure.

2. Deadlines:

Late homework loses 10% per day with a maximum deduction of 50% for completed homework

3. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

I. Weekly Schedule:***Pathways—Reading and Critical Thinking 3. National Geographic***

Week	Day	Dates	Unit(s)	Academic Track	Topic
1	M	08/24	1	Interdisciplinary	Social Relationships
1	W	08/26	1	Interdisciplinary	Social Relationships
2	M	08/31	1	Interdisciplinary	Social Relationships
2	W	09/02	2	History / Life Science	Science and Detection
3	M	09/07	2	History / Life Science	Science and Detection
3	W	09/09	2	History / Life Science	Science and Detection
4	M	09/14	3	Sociology	City Solutions
4	W	09/16	3	Sociology	City Solutions
5	M	09/21	3	Sociology	City Solutions
5	W	09/23	4	Earth Science	Danger Zones
6	M	09/28	4	Earth Science	Danger Zones
6	W	09/30	4	Earth Science	Danger Zones
7	M	10/05	5	Economics / Business	The Business of Tourism
7	W	10/07	5	Economics / Business	The Business of Tourism
8	M	10/12	5	Economics / Business	The Business of Tourism
8	W	10/14	6	Literature / Humanities	Landscape and Imagination
9	M	10/19	6	Literature / Humanities	Landscape and Imagination
9	W	10/21	6	Literature / Humanities	Landscape and Imagination
10	M	10/26	7	Interdisciplinary	Global Appetites
10	W	10/28	7	Interdisciplinary	Global Appetites
11	M	11/02	7	Interdisciplinary	Global Appetites
11	W	11/04	8	Health / Medicine	Medical Innovators
12	M	11/09	8	Health / Medicine	Medical Innovators
12	W	11/11	8	Health / Medicine	Medical Innovators
13	M	11/16	9	Anthropology / Linguistics	World Languages
13	W	11/18	9	Anthropology / Linguistics	World Languages
14	M	11/23	9	Anthropology / Linguistics	World Languages
14	W	11/25	10	Psychology	Survival Instinct
15	M	11/30	10	Psychology	Survival Instinct
15	W	12/02	10	Psychology	Survival Instinct